

**RULES  
OF  
THE STATE BOARD OF EDUCATION**

**CHAPTER 0520-2-1  
EVALUATIONS**

**TABLE OF CONTENTS**

0520-2-1-.01	General Requirements for Evaluations	0520-2-1-.04
0520-2-1-.02	Local Evaluations	Through
0520-2-1-.03	Evaluation of Third Year Apprentice Educators	0520-2-1-.14 Repealed

**0520-2-1-.01 GENERAL REQUIREMENTS FOR EVALUATIONS.**

- (1) Local boards of education shall develop evaluative procedures for all professional school personnel. The evaluative procedures shall be designed for the purpose of improving the instructional program. Local boards of education may use state evaluation procedures adopted by the State Board of Education.
- (2) Annual evaluation shall be made of educators who have not gained tenure and a professional license.
- (3) Professionally licensed educators will be evaluated at least twice during the life of the license.

**Authority:** T.C.A. §49-5-5101 et seq. **Administrative History:** Original rule certified June 10, 1974. Repeal and new rule filed July 17, 1981; effective October 28, 1981. Amendment filed March 7, 1983; effective June 15, 1983. Amendment filed September 30, 1986; effective November 14, 1986. Amendment filed October 18, 1989; effective January 29, 1989. Amendment filed November 18, 1988; effective February 28, 1989. Amendment filed October 31, 1989; effective January 29, 1990. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed May 28, 1999; effective September 28, 1999.

**0520-2-1-.02 LOCAL EVALUATIONS.**

- (1) Local evaluation of teachers. Implementation of an approved evaluation system developed from these guidelines shall meet the requirements for local evaluation of the following groups of teachers: apprentice and professionally licensed.
  - (a) Content (Domains and Indicators of Performance). The domains and indicators of performance for local evaluation are:
    1. Planning
      - (i) Establishes appropriate instructional goals and objectives.
      - (ii) Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals.
      - (iii) Plans instructional opportunities that are adapted to diverse students.
    2. Teaching Strategies
      - (i) Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to

(Rule 0520-2-1-.02, continued)

this information through experiences which make the subject matter meaningful.

- (ii) Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.
- (iii) Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.

3. Assessment and Evaluation

- (i) Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions. Communicates student status and progress to students, their parents, and appropriate others.
- (ii) Reflects on teaching practice by evaluating continually the effects of instruction.
- (iii) Evaluates student performance and determines the amount of progress.

4. Learning Environment

- (i) Creates a learning climate that supports the development of student abilities.
- (ii) Manages classroom resources effectively.

5. Professional Growth

- (i) Collaborates with colleagues and appropriate others.
- (ii) Engages in professional development.
- (iii) Performs professional responsibilities efficiently.

6. Communication

- (i) Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others.
- (ii) Writes clearly and correctly.

- (b) Process. The local school system evaluation process shall incorporate principles used for the state evaluation. Listed below are minimum process elements for teachers.

1. Local evaluation systems shall use objective, behaviorally-based instrumentation.
2. Local evaluation systems shall provide for evaluation by the school administrator and/or designee(s). The designee(s) shall be the person(s) responsible for evaluating teachers as defined by the local board of education.
  - (i) The principal shall be responsible for the final evaluation decision.

(Rule 0520-2-1-.02, continued)

- (ii) All evaluators shall be trained in the evaluation procedures before conducting evaluations.
  - 3. The local school system shall select or develop instruments and procedures for its use which address the domains and indicators which are referenced in (1)(a) and are related to effective classroom performance.
  - 4. Local evaluation systems shall use multiple data sources which include but are not limited to:
    - (i) Classroom or position observations and/or review.
    - (ii) Review of previous evaluations and an educator self-assessment.
    - (iii) Conferences.
    - (iv) Examination of professional growth.
    - (v) Review of indicators of student progress.
    - (vi) Examination of assessment techniques, results, and applications.
  - 5. Classroom observations shall include multiple visits with planning and reflecting information.
    - (i) Planning information shall include the identification of objectives, learning strategies, assessment techniques, and student needs.
    - (ii) Reflecting information shall include the educator's assessment of the lesson based on student information, future plans for the class, and any resulting implications regarding the educator's knowledge and skill level.
    - (iii) After each observation cycle, which includes the collection of planning and reflecting information, the evaluator shall meet with the teacher being evaluated to discuss the information and provide feedback regarding the domains and indicators of performance. At this time, the teacher being evaluated shall have an opportunity to respond, in writing, to the written evaluation with the responses attached to the evaluation. Evaluations of 1st and 2nd year apprentice teachers require at least three observation cycles. Evaluations of professionally licensed teachers and third year apprentice teachers require at least two observation cycles.
  - 6. Growth Plans. A growth plan will be developed for all teachers. The plan shall be developed collaboratively by the teacher and the immediate supervisor and/or principal. The plan shall include identified area(s) for growth, action plan, and progress reporting procedures.
  - 7. The local evaluation system shall contain provision for annual evaluation of the system and its implementation, and for making any revisions in the system suggested by the evaluation.
- (c) Procedures for approval and monitoring local evaluations.
- 1. If the local board of education has adopted its own evaluation system, the local school system shall submit for approval to the Commissioner of Education a

(Rule 0520-2-1-.02, continued)

- locally developed evaluation system that has been approved by the local board of education. The local school system should submit the evaluation plan, instrumentation, validation procedures, and training plans. Upon approval, the local school system shall be responsible for fair and objective implementation. Changes made in a locally developed evaluation system shall be submitted to the Commissioner of Education by July 1 prior to the proposed implementation year.
2. By March 15 annually, local school system evaluations and recommendations of all apprentice teachers who are in their final apprentice year shall be submitted for state review and approval.
  3. Evaluation deadlines for first and second year apprentice teachers and professionally licensed teachers may be determined by the local school system.
- (d) Training of Evaluators. Anyone conducting an evaluation must complete a training process approved by the Department of Education. The approved training process must be conducted by a trainer certified by the Department of Education.
- (2) Local evaluation of administrators and supervisors. Implementation of an approved evaluation system developed from these guidelines will meet the requirements for evaluating the following groups of administrators and supervisors: assistant principals, principals, and instructional supervisors (e.g., Title I, career and technical, special education, and general instructional supervisors). Differences between the evaluation of a principal or assistant principal and instructional supervisor are noted in each of the main sections of the guidelines.
- (a) Content (Domains of Competence). All principals, assistant principals, and instructional supervisors shall be evaluated using the following domains of competence:
1. Facilitating the development and implementation of a vision of learning.
  2. Advocating and sustaining a school culture conducive to student learning and professional growth.
  3. Managing the organization for an effective learning environment.
  4. Collaborating with families and community members.
  5. Acting with integrity and fairness and in an ethical manner.
  6. Responding to and influencing the larger political and cultural context.
- (b) Process. Listed below are minimum process elements which shall be used by local school systems as guidelines in developing local evaluation systems.
1. Local evaluation systems shall provide for evaluation by at least one superordinate (the superintendent or an appropriate designee).
  2. Local evaluation systems shall use objective, behaviorally-based instrumentation.
  3. Local school systems shall select or develop instruments and procedures for their use which address the competencies and indicators referenced in (2)(a). Once these instruments and procedures are selected or developed, the local school systems shall be responsible for their fair and objective implementation.

(Rule 0520-2-1-.02, continued)

4. Local evaluation systems shall use multiple data sources which include but are not limited to:
    - (i) Personal conferences with evaluatee
    - (ii) Review of previous local evaluations of evaluatee
    - (iii) Review of accomplishments or status of job targets based upon documentation
    - (iv) Examination of recent inservice and professional development activities undertaken by the evaluatee
    - (v) Observation and assessment of on-the-job evaluatee's performance
    - (vi) Review of indicators of student progress in areas over which the evaluatee has responsibility
    - (vii) Opportunity for subordinate professional staff to express in writing their evaluation of the person being evaluated.
  5. The local evaluation system shall include provision for appropriate, objective, and equitable procedures for recommending continued employment and/or professional improvement.
  6. Each principal, assistant principal, or instructional supervisor, as part of the evaluation, shall have at least three conferences with the evaluator: an initial conference, a formative conference, and a summative conference.
    - (i) In the initial conference, the evaluator should discuss with the evaluatee goals and objectives of the school or area supervised, measurable job targets, standards of performance, and previous local evaluation results.
    - (ii) The second or formative conference should identify areas of strengths and areas needing improvement based upon documentation provided by the evaluatee. Plans and activities which will help in improvement should be outcomes of this conference.
    - (iii) The third or summative conference should address the decisions made regarding further employment and/or professional improvements and should specify the reasons for the decision.
  7. The local evaluation system shall contain provision for annual evaluation of the system itself, and for making any revisions in the system suggested by the evaluation.
- (c) Procedures for Approval and Monitoring Local Evaluations. If the local board of education has adopted its own evaluation system, the local school system shall submit to the Commissioner of Education a description of its evaluation plan and instruments as specified herein. If the evaluation plan or instruments change, the local school system shall submit a statement regarding the changes by July 1.
  - (d) Individual Development Plan. Each local school system shall formulate an individual development plan for all administrators and/or supervisors. The individual

(Rule 0520-2-1-.02, continued)

development plan shall be developed cooperatively by the individual to be evaluated and the immediate supervisor. The plan shall include:

1. Assessed needs.
2. Plan of action for addressing needs.
3. Progress reporting procedures.
4. Monitoring or follow-up activities.

(3) Local Evaluation of Special Groups (School Counselors, School Social Workers, School Psychologists, Attendance Supervisors and Consulting Teachers) and Library Media Specialists. Implementation of an approved evaluation system developed from these guidelines will meet the requirements for evaluating special groups and library media specialists.

(a) Content (Domains of Competence). Educators other than principals, assistant principals, supervisors of instruction, and teachers shall be evaluated using domains of competence established for these groups by the local school system. The domains of competence shall include:

1. Planning
2. Delivery of service
3. Evaluation of programs and personnel
4. Program and resource management
5. Professional leadership
6. Communication skills.

(b) Process. The local school system evaluation process shall incorporate the same principles as those used for the state evaluation. Listed below are minimum process elements which shall be used by the local school system as guidelines in developing local evaluation systems.

1. Local evaluation systems shall provide for evaluation by at least one superordinate: the superintendent or an appropriate designee.
2. Local evaluation systems shall use objective, behaviorally-based instrumentation. The local school system shall select or develop instruments and procedures for their use which address the competencies and indicators referenced in (3)(a). Once these instruments and procedures are selected or developed, the local school system shall be responsible for their fair and objective implementation.
3. Local evaluation systems shall use multiple data sources which include but are not limited to:
  - (i) Personal conferences with evaluatee
  - (ii) Review of previous local evaluation of evaluatee

(Rule 0520-2-1-.02, continued)

- (iii) Review of accomplishments or status of job targets based upon documentation
  - (iv) Examination of recent inservice and professional development activities undertaken by the evaluatee.
- 4. The local evaluation system shall include provision for appropriate, objective, and equitable procedures for determination of satisfactory performance.
- 5. Each evaluatee shall have at least three conferences with the evaluator: an initial conference, a formative conference, and a summative conference.
  - (i) In an initial conference, the evaluator should discuss with the evaluatee goals and objectives of the school or area supervised, measurable job targets, standards of performance, and previous local evaluation results.
  - (ii) The second or formative conference should identify areas of strength and areas needing improvement based upon documentation provided by evaluatee. Plans and activities which will help in improvement should be outcomes of this conference.
  - (iii) The third or summative conference should address the decisions made and should specify the reasons for the decisions.
- (c) Procedures for Approval and Monitoring Local Evaluations. If the local board of education has adopted its own evaluation system, the local school system shall submit to the Commissioner of Education a description of its evaluation plan and instruments as specified herein. If the evaluation plan or instruments change, the local school system shall submit a statement regarding the changes by July 1.
- (d) Individual Improvement Plan. Each local school system shall develop an individual improvement plan for both career ladder and non-career ladder personnel. The individual improvement plan shall be developed cooperatively by the individual being evaluated and the immediate supervisor and/or principal. The plan shall include:
  - 1. Assessed needs
  - 2. Plan of action for addressing needs
  - 3. Progress reporting procedures
  - 4. Monitoring or follow-up activities.

**Authority:** T.C.A. §§49-1-202, 49-1-302, 49-5-5003, 49-5-5004, 49-5-5101 et seq., 49-5-5201 et seq, and 49-5-5205. **Administrative History:** Original rule certified June 10, 1974. Amendment filed June 10, 1974; effective July 10, 1974. Repeal and new rule filed July 17, 1981; effective October 28, 1981. Amendment filed September 30, 1986; effective November 14, 1986. Amendment filed September 20, 1987; effective December 22, 1987. Amendment filed January 31, 1991; effective May 1, 1991. Repeal and new rule filed March 16, 1992; effective June 29, 1992. Amendment filed April 27, 1998; effective August 28, 1998. Amendment filed May 28, 1999; effective September 28, 1999. Amendment filed April 28, 2000; effective August 28, 2000. Amendment filed October 31, 2002; effective February 28, 2003. Amendment filed September 6, 2007; effective January 28, 2008.

**0520-2-1-.03 EVALUATION OF THIRD YEAR APPRENTICE EDUCATORS.**

- (1) The local school system shall provide for the annual evaluation of all educators holding the apprentice teacher license, the apprentice occupational education license, the apprentice special groups license, or the apprentice out-of-state license. The evaluation shall be conducted using the Framework for Evaluation and Professional Growth or a comparable model approved by the State Board of Education.
- (2) The local school system shall complete the evaluation of apprentice license holders who are in the final year of validity of that license and shall report the results of those evaluations to the appropriate State Department of Education District Office no later than March 15.
- (3) The evaluations by local education agencies provided for in this section shall be subject to review by the Commissioner of Education.

**Authority:** T.C.A. §§49-1-302, 49-5-5003, 49-5-5004, 49-5-5101 et seq., and 49-5-5205.

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**0520-1-.04 THROUGH 0520-2-1-.14 REPEALED.**

**Authority:** T.C.A. §§49-1-302, 49-5-5003, 49-5-5004, and 49-5-5101 et seq. **Administrative History:** Repeal filed May 28, 1999; effective 28, 1999.